

## Pate Elementary

1010 Indian Branch Road  
Darlington, South Carolina 29532

<b>Grades</b>	K-3 Elementary School	
<b>Enrollment</b>	591 Students	
<b>Principal</b>	Terry Martin	843-398-2400
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Mr. Warren Jeffords	843-326-5970

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	56	37	2

### IMPROVEMENT RATING

AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Excellent	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Average	Yes

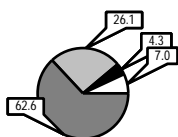
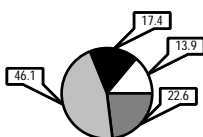
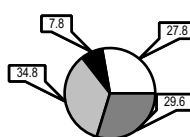
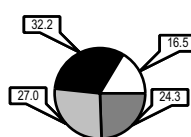
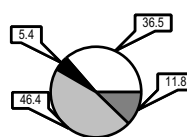
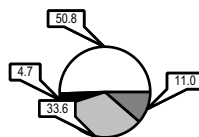
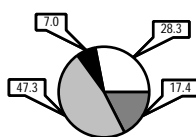
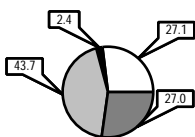
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	127	100.0	7.0	26.1	62.6	4.3	69.6	Yes	Yes
<b>Gender</b>									
Male	60	100.0	9.4	28.3	60.4	1.9	66.0		
Female	67	100.0	4.8	24.2	64.5	6.5	72.6		
<b>Racial/Ethnic Group</b>									
White	49	100.0	0.0	34.1	56.8	9.1	68.2	Yes	Yes
African American	77	100.0	11.4	21.4	65.7	1.4	70.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	110	100.0	6.0	24.0	65.0	5.0	75.0		
Disabled	17	100.0	13.3	40.0	46.7	0.0	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	127	100.0	7.0	26.1	62.6	4.3	69.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	127	100.0	7.0	26.1	62.6	4.3	69.6		
<b>Socio-Economic Status</b>									
Subsidized meals	95	100.0	8.4	27.7	62.7	1.2	66.3	Yes	Yes
Full-pay meals	32	100.0	3.1	21.9	62.5	12.5	78.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	127	100.0	13.9	46.1	22.6	17.4	60.9	Yes	Yes
<b>Gender</b>									
Male	60	100.0	17.0	45.3	24.5	13.2	54.7		
Female	67	100.0	11.3	46.8	21.0	21.0	66.1		
<b>Racial/Ethnic Group</b>									
White	49	100.0	13.6	47.7	15.9	22.7	61.4	Yes	Yes
African American	77	100.0	14.3	45.7	25.7	14.3	60.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	110	100.0	12.0	44.0	24.0	20.0	66.0		
Disabled	17	100.0	26.7	60.0	13.3	0.0	26.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	127	100.0	13.9	46.1	22.6	17.4	60.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	127	100.0	13.9	46.1	22.6	17.4	60.9		
<b>Socio-Economic Status</b>									
Subsidized meals	95	100.0	16.9	50.6	22.9	9.6	53.0	Yes	Yes
Full-pay meals	32	100.0	6.3	34.4	21.9	37.5	81.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	127	100.0	27.8	34.8	29.6	7.8	37.4
<b>Gender</b>							
Male	60	100.0	30.2	35.8	26.4	7.5	34.0
Female	67	100.0	25.8	33.9	32.3	8.1	40.3
<b>Racial/Ethnic Group</b>							
White	49	100.0	31.8	34.1	25.0	9.1	34.1
African American	77	100.0	25.7	34.3	32.9	7.1	40.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	110	100.0	20.0	37.0	34.0	9.0	43.0
Disabled	17	100.0	80.0	20.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	127	100.0	27.8	34.8	29.6	7.8	37.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	127	100.0	27.8	34.8	29.6	7.8	37.4
<b>Socio-Economic Status</b>							
Subsidized meals	95	100.0	28.9	38.6	27.7	4.8	32.5
Full-pay meals	32	100.0	25.0	25.0	34.4	15.6	50.0

<b>Social Studies</b>							
All Students	127	100.0	16.5	27.0	24.3	32.2	56.5
<b>Gender</b>							
Male	60	100.0	15.1	30.2	28.3	26.4	54.7
Female	67	100.0	17.7	24.2	21.0	37.1	58.1
<b>Racial/Ethnic Group</b>							
White	49	100.0	20.5	27.3	20.5	31.8	52.3
African American	77	100.0	14.3	27.1	25.7	32.9	58.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	110	100.0	9.0	27.0	28.0	36.0	64.0
Disabled	17	100.0	66.7	26.7	0.0	6.7	6.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	127	100.0	16.5	27.0	24.3	32.2	56.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	127	100.0	16.5	27.0	24.3	32.2	56.5
<b>Socio-Economic Status</b>							
Subsidized meals	95	100.0	18.1	25.3	26.5	30.1	56.6
Full-pay meals	32	100.0	12.5	31.3	18.8	37.5	56.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	141	100.0	8.1	36.8	48.5	6.6	55.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	7.1	25.7	62.8	4.4	67.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	141	100.0	14.7	53.7	23.5	8.1	31.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	14.2	46.0	22.1	17.7	39.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	127	100.0	26.5	35.4	30.1	8.0	38.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	127	100.0	15.9	26.5	24.8	32.7	57.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 591)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.5%	Up from 2.9%	3.6%	3.0%
Attendance rate	96.8%	Down from 96.9%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%	Down from 5.7%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%	Up from 3.6%	3.6%	3.2%
Eligible for gifted and talented	2.9%	Down from 7.5%	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Up from 6.2%	8.5%	8.2%
Older than usual for grade	0.5%	Up from 0.4%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	43.2%	Up from 29.7%	48.6%	52.6%
Continuing contract teachers	83.8%	No change	81.9%	83.3%
Highly qualified teachers	93.9%	Down from 96.4%	94.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 84.2%	86.1%	87.0%
Teacher attendance rate	96.4%	Up from 95.8%	94.9%	95.0%
Average teacher salary	\$39,007	Up 0.8%	\$41,084	\$41,703
Prof. development days/teacher	15.7 days	Down from 15.8 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	No change	18.3 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 90.8%	89.7%	89.8%
Dollars spent per pupil*	\$5,663	Down 5.2%	\$6,530	\$6,242
Percent of expenditures for teacher salaries*	65.9%	Up from 65.6%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2004-2005 school year Pate Elementary excelled in meeting the needs of its students, provided quality professional development for the faculty and staff and involved parents in the academic growth of their children.

Pate's PTA is an integral tool to the success of the school. Fundraisers allowed for the purchase of new playground equipment as well as equipment for an outdoor area for parent/child activities. Refurbishment of the office area, including new cabinetry, provided small children the ability to easily interact with and have access to the office staff. In addition, a new outside marquee was purchased to help increase communication with parents and state-of-the-art TVs were purchased for several classrooms.

Professional development was essential to Pate teachers this school year. All teachers participated in literacy, math and poverty courses. Kindergarten teachers new to the school received High/Scope training, kindergarten through third grade teachers continued their journey in understanding the writing process and book talks helped teachers to delve deeper into understanding the processes of teaching and learning.

Integrating the schoolwide Title 1 project enabled the school to continue with literacy groups, utilize the SuccessMaker lab, reduce class size and offer graduate courses to certified staff. Workshops for parents were also held to provide parents with methods to assist their child for continued success. The after-school program enabled all third grade students to receive small group instruction using enrichment activities and providing them with test-taking strategies.

The character education program was evident in the daily activities of the school as well as in participation in service-learning projects. Each day the Code of Ethics was recited, character words of the week were emphasized and character-building activities for parents and students to do together were provided in the monthly newsletter. Classes that displayed quality character traits were rewarded each week for their efforts. A continuing partnership with Bi-Lo and The Gardner Law Firm assisted with these efforts to provide a quality character education program for the students at Pate.

Pate received many accolades this school year: named a 2004 NCLB Blue Ribbon School, achieved deregulation status through the SC Department of Education, met the guidelines for Adequate Yearly Progress as defined by No Child Left Behind, Mrs. Ellen Stephens was chosen as the Teacher of the Year for Pate and Mrs. Susan Tomforde was chosen as the "Outstanding First Year Teacher" at Pate. Pate received Kitchen of the Year based on the hard work and effort of the cafeteria staff and Darlington County Relay for Life received over \$5,000 raised by our school. These accomplishments, along with the many that cannot be listed, make Pate the distinguished school that it is.

Parents, community, students, faculty and staff support Pate with their "Positive Attitudes That Educate."

Terry Martin, Principal  
Doris Brown, President SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	37	119	104
<b>Percent satisfied with learning environment</b>	97.1%	88.8%	93.1%
<b>Percent satisfied with social and physical environment</b>	100.0%	89.6%	89.1%
<b>Percent satisfied with school-home relations</b>	97.3%	90.5%	77.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.